E-LEARNING IMPLEMENTATION IN RURAL AREA: THAILAND PRIMARY SCHOOL EFL PERCEPTION

IMPLEMENTASI PEMBELAJARAN DARING DI DAERAH PEDESAAN : PERSEPSI EFL DI SEKOLAH DASAR THAILAND

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Abstract

This study aimed to find primary school EFL perception in Loei on E-learning during the Covid-19 outbreak. This study is using descriptive quantitative design using questionnaire as the instrument and involving 125 primary school EFL from 6 different districts in Loei, Thailand. To find valid answer, Gutmann scale has been applied in this study consisting of 4 aspects namely interactivity, independency, accessibility and enrichment. The results show that the mean score is 8.34 (min score: 3 & max score: 12) and the standard deviation is 2.152. Thus, it can be said that EFL perceptions in Loei, Thailand primary school on E-learning implementation is fairly good. The findings of this study are to assist English teachers making it possible to design more effective E-learning implementation during the outbreak mainly for EFL in rural areas.

Keyword: Students' Perception, E-learning, Primary School

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi EFL di sekolah dasar di Loei terhadap E-learning pada masa wabah Covid-19. Penelitian ini menggunakan desain deskriptif kuantitatif dengan instrumen angket serta melibatkan 125 siswa sekolah dasar dari 6 distrik berbeda di Loei,

Thailand. Terdapat 12 pertanyaan dalam angket yang diadaptasi yang terbagi dalam 4 aspek yaitu interaktivitas, kemandirian, aksesibilitas dan pengayaan. Untuk menemukan jawaban yang valid, skala Gutmann telah diterapkan dalam penelitian ini. Rerata skor dari hasil penelitian ini adalah 8,34 (skor min : 3 & skor maks : 12) dan standar deviasinya adalah 2,152. Dengan demikian, dapat dikatakan bahwa persepsi EFL sekolah dasar di Loei, Thailand terhadap penerapan E-learning cukup baik mengikuti rumus sebagai berikut : Mi + 1 SDi sd Mi + 3 SDi = Baik, Mi – 1 SDi sd < Mi + 1 SDi = Cukup Baik, Mi – 3 SDi sampai < Mi – 1 SDi = Buruk. Hasil dari penelitian ini dapat membantu guru bahasa Inggris dalam merancang implementasi E-learning yang lebih efektif selama wabah terutama untuk EFL di daerah pedesaan.

Kata kunci: Persepsi Siswa, Pembelajaran Daring, Sekolah Dasar

Introduction

Corona virus disease hits globally including Indonesia & Thailand. The compulsory of social distance that requires changes in education is one of the guidelines to manage the epidemic according to Thai Emergency Decree on Public Administration in Emergency Situation. This meant an adaptation to virtual teaching model that provides learners to continuously learn by their own. Therefore, Thailand teachers have employed numerous online platforms such as Blackboard Collaborate, Line, Zoom, Google Meet and any online platforms based on each subject's teaching style (Puriwat & Tripopsakul, 2021).

Singh & Thurman (2019) stated that E-learning could be a way for the learning process to be more student-centered, flexible and creative. The E-learning characters that has been cited in Hanum (2013) are, E-learning has content that are related to the learning goal, it uses teaching strategies such as providing assignments to improve the learning process, it uses medias such as texts and graphics to develop learning materials, it supports synchronous (direct teacher-centered) or asynchronous (independent learning), it built students' understanding and skills related to the learning goal in order to improve the learning effect. In addition, E-learning characteristics according to Rusman et al. (2011) are : (1) Interactivity, (2) Independency, (3) Accessibility, (4) Enrichment.

Rusman & Rivana (2011) described the interactivity aspect of E-learning characteristic including the availability of more communication, either directly (synchronous) via chat or indirectly (asynchronous) via forums or mails. Next, the independency aspect is the flexibility in terms of time, place, teacher and learning materials. Furthermore, in the accessibility aspect learning materials

become more accessible through the distribution on the internet compared to the distribution of learning materials in traditional learning. Lastly, learning activities, teaching materials presentations, assignments that are enabling the use technology such as videos and animations considered as the enrichment.

However, integrating E-learning during an outbreak poses a number of challenges. It is not as easy as it may seems since it has to consider such amount of investment to get the devices and equipment needed, to maintain the equipment, human resources training and developing the content (Dhawan, 2020). In Indonesia for instance, The Minister of Education shifted the educational learning system into E-learning on March 24th 2020. E-learning has not become the best choice for Indonesia since most schools usually applied classroom-based learning model. Study by Nuraini, Amalia, & Lyesmaya (2021) resulted that there are some problems felt by primary school students in Indonesia during E-learning such as the lack of devices and the absence of internet data. Meanwhile, students' perception in Indonesia regarding E-learning implementation itself is medium. The main reason of this is because of the obstacles that are felt by the students themselves.

This is in line with the situation in Thailand. Study by Muangkeow, S. (2007) resulted several E-learning problems in Thailand such as the lack of equipment to access the network, the lack of professionals such as instructional designers and courseware developers along with the unaffordable copyright software that are needed to develop the E-learning. According to The Economist Intelligence Unit (2009), Thailand ranked 47th and scored a value of 5.22 towards E-readiness. Study by Tengtrakul & Peha (2011) showed that the ICT's penetration in Thailand rural areas are far lower compared to urban areas. Loei Province itself is a boundary and sparsely-populated province located in the upper northeastern part of Thailand, on the bank of the Mekong River along the Phetchabun mountain range that is 520 kilometers away from Bangkok.

Furthermore, Muhibbin (2010) described students' perceptions on classroom dimension along with schools, coherence, rectitude, respect, and support from teachers and peers are consistently associated with students' adaptive motivational beliefs and achievement behaviors. Students' perception is the process of preferential treatment of students toward information they get from an object. Yanti (2021) stated that students' perceptions resulted in positive impact on interaction and communication quality in the classroom. Yuniarti & Hartati (2020) also described the role of students is vital for E-learning continuity because they are the participants, mainly during an outbreak which force students to be a part of it. Moreover, by listening to students and sharing

their point of views could help teachers in improving teaching and learning processes along with the atmosphere design. Mailizar & Fan (2020) suggested, future research should investigate students' thoughts towards E-learning to examine the challenges faced by students. Thus, in order to stimulate and optimist student learning and their environment, knowledge of students' perceptions and the factors that influence their perceptions are crucial for both teachers and educational researchers.

Given the various ways an individual experience different phenomenon, the researcher thinks that it is important to understand how rural-schools students' perception in participating an electronic based learning environment to learn English. While there is a plethora of discussions on students' perception towards E-learning, only few studies have examined the rural schools EFL perception towards related issue, mainly in primary school level. Hencefort, this study was conducted as an initial investigation into this area and to answer the research study "What is the primary school EFL perception towards E-learning during Covid-19 outbreak in Loei, Thailand?". The result of this study is to bring both academic and practical contribution as well as to allow comparative analysis. Furthermore, the findings of this study is hoped to assist English teachers making it possible to design more effective E-learning implementation during the outbreak mainly in rural areas.

Research Methods

A descriptive-quantitative design has been applied in this survey study. (Ary, Jacobs, Irvine, & Walker (2018) stated, in a survey study, investigator ask about peoples' perspective, opinions, characteristics, and behavior. The investigator of this study is the researcher herself. Yuniarti & Hartati (2020) described, in a survey research it should not change the variables that must be studied. The sample of this study was 125 primary school students from 9 schools located in 6 different districts in Loei Province of Thailand who been participating in E-learning implementation by their teachers. This study will describe the results of data collection using a questionnaire to strengthen the quantitative analysis.

To find valid and firm answer, the Guttman scale where the measurement scale using "Yes" or "No" was used. Guttman scale is the scale that is used to answer clear and consistent ones (Aini, Zuliana, & Santoso, 2018). Besides, the researcher considered this scale would be a good fit for primary school students as the sample since there are only two options of answers which

is easier to understand. 1 score is given for the answer "Yes" while 0 score is given for the answer "No". The researcher created the questionnaire in Google Form, and then the researcher distributed the link to the teachers virtually via Line chat. The teachers helped the researcher distributing the link to the students afterward. The students filled the questionnaire once they received the link from the teachers. The researcher then described the result by related theories once the quantitative data has been collected.

However, before the questionnaire is used, its validity and reliability were tested first. The questionnaire was piloted to the exact amount of sample. Next, the validity test was carried out using the total item correlation technique through the correlation coefficient r Product Moment and Pearson with a two-tailed test. For the reliability test, Cronbach's Alpha formulas were used to test the instrument with n = 125 and a significant level of 1%, so it is obtained the r table = 0.230. Both of the test resulted that the 12 adapted versions of the questionnaires are valid and reliable to use for this study.

The total 12 questionnaires were adapted from Yuniarti & Hartati (2020) study which are in accordance with the literature review. The data obtained then described using descriptive statistics. This includes the ideal maximum score (SMi), the ideal mean value (Mi) and the standard deviation or ideal standard deviation (SDi). The Mi and SDi numbers are obtained by : Mi = $\frac{1}{2}$ (S Max + S Min) and SDi = $\frac{1}{6}$ (S Max – S Min). This is done to facilitate the description of the data in the following way by Arikunto (2001) : Mi + 1 SDi until Mi + 3 SDi = Good, Mi – 1 SDi until < Mi + 1 SDi = Fairly Good, Mi – 3 SDi until < Mi – 1 SDi = Poor. Then, the percentage of the respondents categorized as : <50% very low, 50%-59% low, 60%-69% medium, 70%-79% fairly high, 80-89% high, 90-100% fairly high.

Results and Discussion

After the data of Thailand primary school EFL perception on E-learning during Covid-19 outbreak were identified, the result of data analysis was presented from each dimension of questionnaire which was developed by Rusman & Rivana (2011) which was divided into four aspects as follows :

Primary School EFL Perception regarding Interactivity Aspect in E-learning

Table 1 Primary School EFL Perception regarding Interactivity Aspect in E-learning.

Questions	Answer	
	Yes	No

Are you more active asking questions during E-learning rather than face-to-face learning?	64%	36%

The E-learning implementation allows more interaction availability between teachers and students or between students, either directly or indirectly. The questionnaire resulted that 64% of primary schools EFL in Loei, Thailand are more active asking questions during E-learning than in traditional learning. However, 63,2% primary schools EFL in Loei, Thailand are shy while expressing their opinions during E-learning than in traditional learning. This is proved by the result of the questionnaire below.

Table 2 Primary School EFL Perception regarding Interactivity Aspect in E-learning.

Questions	Answer	
	Yes	No
Are you shy while expressing opinion during E-learning rather than in face-to-face learning?	63,8%	36,8%

In line with study by Januariza & Hendriani (2016), communication possibly affecting students' speaking skills in English such as the lack of confidence. It can cause students to suffer when they did not have enough confidence. This case caused by students' anxiety towards E-learning implementation because according to Riasati (2011) when the students feel anxious, there is a big possibility for students to make mistakes which will be resulted in being made fun by their peers and being evaluated by the teacher.

By that, the students will encounter a new problem that able to decrease students' self esteem. In line with the theory stated by MacyIntyre (1998) in Riasati (2011) that the existence of students' learning anxiety bothers one's self esteem and self confidence. For students, the ability to manage how they study and the amount of time spent on studying able to make students less motivated. The lack of physical interaction and the presence of their peers may determine students to feel isolated (Dhull & Sakshi, 2017). Therefore, they preferred to have traditional class so they can have interaction in-person as proved by the result of the questionnaire below.

Table 3 Primary School EFL Perception regarding Interactivity Aspect in E-learning.

Questions	Answer	
	Yes	No
Do you prefer to have interaction in face-to-face class rather than in online class?	78,4%	21,6%

Primary School EFL Perception regarding Idependency Aspect in E-learning

As cited in Hanum (2013), E-learning uses teaching strategies such as providing assignments to improve the learning process, it used various media such as texts and graphics to develop learning materials, it supports synchronous e-learning (direct teacher-centered) or asynchronous E-learning (independent learning), it built students' understanding and skills related to the learning objective in order to improve the learning effect. Djamarah & Zain (1997) in Asrori (2013) stated that the teacher chose the appropriate learning in improving E-learning. The questionnaire resulted that 88% of primary school EFL in Loei, Thailand agreed that the assignments given by teachers are in line with teachers' explanation.

Table 4 Primary School EFL Perception regarding Independency Aspect in E-learning.

Questions	Answer	
	Yes	No
Are the assignments the same with your teacher's explanation?	88%	12%

However, there are 12% of students who disagreed. In this case, the students are usually looking for related materials themselves to complete the assignments. This is in line with E-learning theory by Singh & Thurman (2019) where the implementation is more student-centered. Furthermore, Flexibility is not the only thing E-learning provided for students because study by Vitoria, Mislinawati, & Nurmasyitah (2018) resulted that E-learning module improved 3rd semester students' understanding, independence, motivation, interaction and even self-discipline. It means that students can be more independent under the teacher's supervisor. In order to be independent, students' motivation and their sense of responsibility will affect the prosperity of learning activities.

Gardner (1985) in Lai (2013) believes that motivation influences students to take on more responsibilities because students' motivation is a procedure that cannot be directly investigated but through their behavior such as students' effort, students' persistence, and students' verbal expression. The questionnaire resulted that 77,6% of primary school EFL in Loei, Thailand are more discipline in completing assignments and 75,2% of students agreed E-learning implementation makes their time more efficient. Supported by advantages on E-learning implementation found on Alip, Bagarinao, Secreto, & Pamulaklakin (2020), students able to learn independently, E-learning also provides flexibility in location and allowing unlimited access to learning materials.

Table 5 Primary School EFL Perception regarding Independency Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you more discipline in completing the assignments?	77,6%	22,4%

Table 6 Primary School EFL Perception regarding Independency Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make your time more efficient?	75,2%	24,8%

Primary School EFL Perception regarding Accessibility Aspect in E-learning

Learning resources can be accessed more widely with the implementation of E-learning compared to the distribution of learning resources in traditional learning (Rusman & Rivana, 2011). Students can look for references based on the syllabus. The material shared by the teacher also can be understood more deeply. 88% of students said it was in accordance with the teacher's explanation or learning material and they can learn more about it with the existence of internet since many learning resources were obtained online, so it is not limited to printed learning resources only. Hence, with so many accessible learning resources, it is hoped that students will have wider and deeper understanding. The questionnaire resulted that 79,2% of primary school EFL in Loei, Thailand could access the learning material anytime.

Table 7 Primary School EFL Perception regarding Accessibility Aspect in E-learning.

Questions	Answer	
	Yes	No
Could you access the learning materials anytime?	79,2%	20,8%

The success of a learning method cannot be measured by its level of flexibility alone. However, the most important thing is the students' understanding of the material. Knowing how students learn and understanding their motivations to do so help educators teach them (Walberg, 2010). The questionnaire resulted that 51,2% of primary school EFL in Loei, Thailand have a difficulty in understanding the material.

Table 8 Primary School EFL Perception regarding Accessibility Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you difficult to understand the material?	51,2%	48,8%

In addition to internal factors in the form of willingness and motivation, the ability or absorption factor of students also affects the effectiveness of E-learning implementation. Each characteristic of students in a class are different, there are students who understood quickly and there are students who need some time to capture the knowledge. Besides, teacher' teaching material could have been way interesting since E-learning let teachers to develop the material using various digital platforms and softwares. However, not all subjects can be delivered using E-learning. There are some subjects that require more practice than theories. For English subject itself, the questionnaire resulted that 66,4% of primary school EFL in Loei, Thailand agreed if English subject implemented online.

Table 9 Primary School EFL Perception regarding Accessibility Aspect in E-learning.

Questions	Answer	
	Yes	No
Do you agree if English subject implemented online?	66,4%	33,6%

Primary School EFL Perception regarding Enrichment Aspect in E-learning

Lewis in Hendrastomo (2008) stated, to strengthen the level of student mastery of the material presented, is the main goal in presenting material as enrichment. Enrichment aspect is something that entire students should be able to benefit from and helps to make subjects more significant, unforgettable and beneficial because enrichment activities let students to explore subjects in greater depth and use their imagination in ways that they may not be able to do in face-to-face learning. Moreover, a successful enrichment program will prepare students with life skills that they will need in everyday life. The questionnaire resulted that 57,6% of primary school EFL in Loei, Thailand interested to apply what they have learned in the class into their daily basis and 89,6% of them are motivated to learn more about the material. The questionnaire also resulted that 52% students agreed that E-learning makes them study harder.

Table 10 Primary School EFL Perception regarding Enrichment Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you interested to do things you have learned in class in your everyday life?	57,6%	42,4%

Table 11 Primary EFL Perception regarding Enrichment Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you motivated to learn more about the material?	89,6%	10,4%

Table 12 Primary School EFL Perception regarding Enrichment Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you study harder?	52%	48%

The primary school EFL perception questionnaire shows that the ideal maximum score = 12 and the ideal minimum score = 3. Therefore, Mi = 7,5 and

SDi = 1,5 are obtained. Thus, the categories referred to for data categorization are as follows : 9 until 12 = Good, 6 until < 9 = Fairly Good and 3 until < 6 = Poor. Moreover, the questionnaire resulted the minimum score is 3, the maximum score is 12, the mean score is 8.34 and the standard deviation is 2.152. So it can be said that primary school EFL perceptions of the implementation of e-learning is fairly good. For more details can be seen in the following table:

Table 13 Thailand Primary School EFL Perception regarding E-learning result description.

Descriptive Statistics	Score	Criteria
Minimum Score	3	
Maximum Score	12	Fairly
Mean	8.34	Good
Standard Deviation	2.152	

Previous study by Yuniarti & Hartati (2020) resulted that the students' perceptions of STIA Muhammadiyah Selong Administration Science Study Program regarding interactivity aspect was low, independency aspect was medium, accessibility aspect was fairly high and the enrichment aspect was very low. Meanwhile, this study obtained a different result from the previous study because the purpose of this study is different. This research is focusing on the perception of primary school EFL who is living and studying in a rural area in Thailand towards E-learning while the previous study's purpose was focusing on the perception of college students', specifically the students whose are majoring in administration science study.

Conclusion

The results of this study are divided into four: (1) Primary school EFL perception regarding interactivity aspect in E-learning, (2) Primary school EFL perception regarding independency aspect in E-learning, (3) Primary school EFL perception regarding accessibility aspect in E-learning, (4) Primary school EFL perception regarding enrichment aspect in E-learning. The questionnaire resulted the minimum score is 3, the maximum score is 12, the mean score is 8.34 and the standard deviation is 2.152. Thus, it can be said that primary school EFL perceptions in Loei, Thailand on E-learning implementation is fairly good. The result of this study is good to bring both academic and practical contribution as well as allowing comparative analysis with others. Furthermore, the findings are helpful to assist English teachers making it possible to design more effective E-

learning implementation during the outbreak mainly in rural areas. The researcher suggests future studies may be possible to analyze the impact of E-learning on primary school EFL other affective factors.

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